



June 2008

A RESOURCE FOR JOB CORPS ACADEMIC & CAREER TECHNICAL INSTRUCTORS

Peer Tutoring

Peer Tutoring – What is it?

Peer tutoring is the process by which a student, with guidance from a teacher, helps one or more students learn a skill or concept. There are many benefits to both the tutor and the tutee:

- learning of academic skills
- development of appropriate social skills
- enhancement of peer relations

Peer tutoring can serve a dual purpose.

1. It can be an effective accommodation for students with disabilities as most students benefit from 1:1 interaction and support.
2. It can be an effective learning strategy when the student with a disability serves as a peer tutor in an area of strength.

"Sometimes the most important lesson is not the one out of the book, but what students learn from each other." (Carole Fisher, Director of Special Education for SIATech Charter Schools at Job Corps)

How does one get started? **

- **SELECT TUTORS AND STUDENTS:** Start with students who have peer tutoring as an accommodation and those students most eager to participate.
- **DESIGN AN APPROPRIATE PROGRAM:** Planning is essential to ensuring smooth implementation and positive outcomes.
- **TRAIN TUTORS:** Give an overview of what tutoring is, its values and goals, what to do during a session, and how to help the tutored students.
- **SELECT SKILLS AND CONTENT:** Some activities lend themselves well to peer teaching, such as drills and learning games. As skills develop, they need to be applied to classroom materials and content so that the student will experience immediate application of new knowledge.
- **DESIGN A TUTORING LESSON:** Show the tutor how to manage a session, keeping steps to a minimum.
- **MONITOR AND EVALUATE THE PROGRAM:** During and at the end of the program, check for evidence of progress.

Who benefits?

EVERYONE!!!

The teacher, tutor and tutee all benefit from an effective peer tutoring program.

How it is implemented on centers?

We have students designated as official tutors on a regular basis. They tutor in the career skills areas and after the training day in the dormitories. This process is coordinated and monitored by staff. The tutors receive a small stipend. In addition, students who take their GED and are waiting for results are (student aides) tutors or assistants in the GED classes and in the HSD (high school diploma) classrooms.

Iroquois Job Corps



When students complete their trade and academics and are waiting to start WBL or on test scores, they are scheduled as aides in the Enhanced Learning Classrooms. Aides are asked, "What is your specialty area?" and they are paired with students needing help in that area. They are evaluated internally by the Enhanced Learning Instructors.

Quentin N. Burdick Job Corps

Peer tutors who have already demonstrated academic success and appropriate workplace skills mentor those students who are struggling in the classroom. Both peers have shown more self-confidence and more maturity in the work environment.

Loring Job Corps

***From ERIC Digest, "Cross-Age and Peer Tutoring"*

Job Corps Resources

Job Corps DisABILITY Website

<http://jcdisability.jobcorps.gov/>

Job Corps LD & AD/HD Website

<http://jccdrcl.jobcorps.gov/ld>

Job Corps Health & Wellness Website

<http://jchealth.jobcorps.gov>

Job Corps Supporting Students with Mental Health Disabilities Website

<http://jchealth.jobcorps.gov/health-topics/mhd>

Upcoming Webinars! **JULY 1ST, 8TH AND 10TH**

Topics include information for:

Career Technical staff - July 1
Academic staff - July 8
Career Transition staff - July 10
And more...

Sign up for the webinars at:

<http://jccdrcl.jobcorps.gov/ld>

We would like to hear from you!

Send your questions, case scenarios, or strategies and accommodations suggestions that have proven successful in your classroom or training environment to:

debbiemjones@comcast.net

Peer Tutoring Benefits

- Students with disabilities who also serve as peer tutors in specific areas of expertise or strength gain equity in relationships. They are given an opportunity to share as well as receive.
- Sometimes same-age peers can explain information and processes to one another in ways that each individual seems to understand.
- It encourages positive social interactions.
- It reinforces previously learned skills and/or material.
- The peer tutor and the tutee both benefit from review of information.

Using Peer Tutoring to Support Vocabulary Development

Using peer tutors to support vocabulary instruction can be extremely effective. Here are a few ideas to get you started:

Use peer tutors to review key vocabulary words. Pre-teach words in instructional text. Get into the habit of analyzing reading materials to identify words that may be unfamiliar. Teaching the meaning of those words before the learners read the text improves comprehension of the material and builds vocabulary. Use the peer tutor to review and provide multiple exposures to the new vocabulary through the use of flash cards, oral quizzing, etc.

Use peer tutors to help students use the new vocabulary in daily speaking and writing. Keep learners actively engaged and have them use the new words they are learning. One way to do this is to have the peer tutor work with the tutee to appropriately use the designated words in a made-up conversational exchange, in writing paragraphs and essays, etc.

Use peer tutors to review common prefixes and suffixes...turn it into a game! Teach word-learning strategies. Give learners tools for discovering the meanings of words they encounter during independent reading by teaching common prefixes and suffixes. The peer tutor again could support prefix and suffix development with the use of flash cards, making lists of all the words that they could think of with a certain prefix or suffix, writing silly sentences using words with only certain prefixes or suffixes, etc.

Use peer tutors in providing support to struggling readers. It is vital that we encourage wide reading in varied subject matter areas. Vocabulary is often acquired indirectly through reading. The context of an unknown word provides many clues to meaning. Have the peer tutor support the tutee in reading books or magazines of high interest, to both if possible, so that they can discuss the content read. Once the tutee achieves a certain level of comfort in working with the tutor, a wider variation of materials can be used.

Modified from materials developed by Victoria Collins on teaching new vocabulary development. Ms. Collins is currently an educational reading consultant who travels around the country assisting teachers and school districts with reading strategies including SIATech Charter Schools, a partner with the Job Corps program.

To find out more on teaching strategies go to
http://jccdrcl.jobcorps.gov/ld/learn_strat